



# **ACCESS for ELLs® Score Reports**

Providence, RI March 18, 2010

Don Bouchard
WIDA Professional Development
Team

WIDA

CONSORTIUM

2007 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium

### Agenda

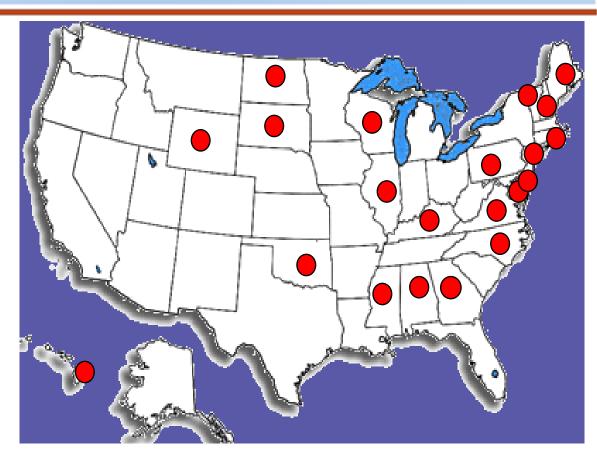


- Academic Language Proficiency
- Overview of ACCESS for ELLs®
- ACCESS for ELLs ® Scores
- ACCESS for ELLs® Reports and Stakeholders
- Programmatic Implications of ACCESS for ELLs®
- ACCESS for ELLs ® Teacher Reports > 2009-10 Planning

#### **The WIDA Consortium 2009**



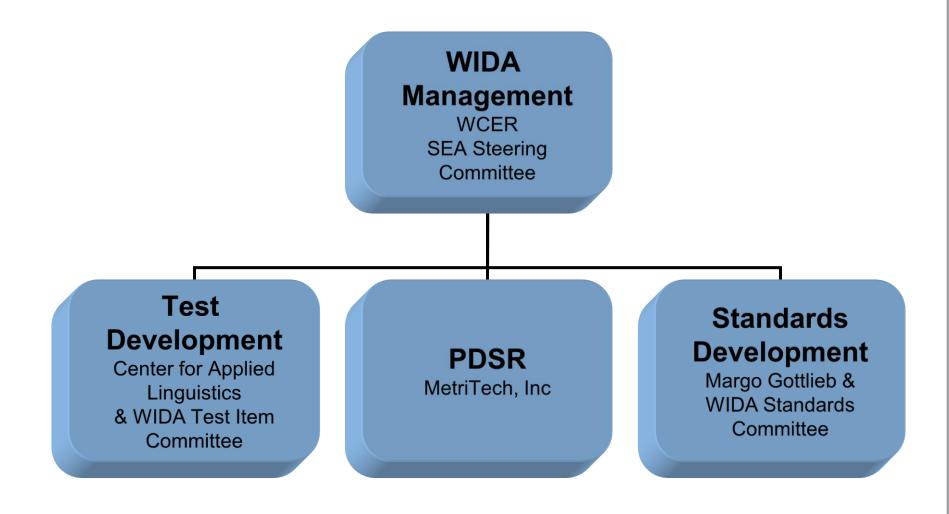
- Wisconsin (1)
- Delaware (2)
- District of Columbia (3)
- Rhode Island (4)
- Vermont (5)
- Maine (6)
- New Hampshire (7)
- Illinois (8)
- Alabama (9)
- New Jersey (10)
- Georgia (11)
- Oklahoma (12)
- Kentucky (13)
- North Dakota (14)
- Pennsylvania (15)
- Virginia (16)
- South Dakota (17)
- North Carolina (18)
- Mississippi (19)
- Hawaii (20)
- New Mexico (21)
- Wyoming (22)



WIDA states have approximately 800,00 English Language Learners (ELLs)

# Organization of Consortium Activities











#### World-Class Instructional Design and Assessment

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**Training Course Home** 

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- ◆ ACCESS for ELLs®
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- 2008-09 Testing
- Help Form

Welcome to the World-Class Instructional Design and Assessment (WIDA) Consortium site.

WIDA is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners.

To this end, the WIDA Consortium has developed English language proficiency standards and an English language proficiency test aligned with those standards (ACCESS for ELLs®). In addition, WIDA has developed Spanish language arts standards and is planning a system of parallel academic assessments for beginning English language learners (ONPAR™). Research and professional development activities importantly complement the WIDA standards and assessment products.

Originally established through a federal grant, the WIDA Consortium consists of twenty partner states: Alabama, Delaware, the District of Columbia, Georgia, Hawaii, Illinois, Kentucky, Maine, Mississippi, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, and Wisconsin.

In the 2009-10 school year, WIDA expects to serve about 775,000 English language learners in kindergarten through grade 12.

#### Secure WIDA Website Contents:

To login to download the W-APT™ or take the ACCESS for ELLs® training course, please click the <u>Login</u> button at the top right of this page.

WIDA Staff: Login to Workspace

WIDA PD Consultants: Login to Moodle

NEWS

9-21-09

Thank you to those who attended the WIDA Reception at SETESOL in Atlanta last week! Congratulations to our raffle winners, Wynne Bates (GA) and Amany Habib (FL)!

9-1-09

WIDA and the Illinois Resource Center are teaming up to offer a 6-day series of professional development for districts interested in using data to drive program development and improvement for English language learners. To learn more, please visit the IRC website.

8-31-09

WIDA's Rebecca Kopriva has contributed an <u>article about</u> research and development of the ONPAR test items to NCELA's fall AccELLerate newsletter.

8-27-09

A free webinar to be held Sept. 16 will outline and discuss the results of a study showing that students' performance in reading and writing on WIDA's ACCESS for ELLs® assessment accurately predicts their performance in reading, writing, and mathematics on the state



## **Academic Language Proficiency**

#### Consider this . . .

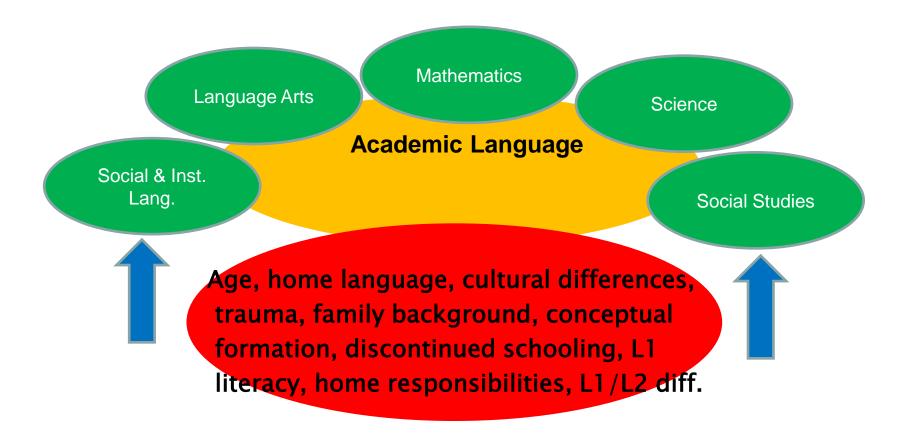


"Learning occurs when students are using language comprehensibly and with increasing cognitive demand to demonstrate knowledge and do a variety of things in new situations. "

#### But for ELLs...



#### **CHALLENGES TO ACADEMIC SUCCESS**



#### **Activity**



Discuss the variables impacting academic success in your groups. Relate, if you can, any variable to ELLs you are teaching.

#### Knowing your students . . .



- -age upon entry to US
- -home language usage
- -cultural differences
- -trauma
- -family background

- -conceptual formation
- -discontinued schooling
- -L1 literacy level
- -family/sibling responsibilities
- -differences between L1 & English



# The continuum of second language acquisition in all aspects of language use (content as well as domain) is mapped through stages of English language development from:

Concrete	$\xrightarrow{\hspace*{1cm}}$	Abstract
Explicit		Implicit
Familiar	<del></del>	Unfamiliar
Informal	<del></del>	Formal
General	<del></del>	Technical
Single wor	$d \longrightarrow$	Extended
		discourse

The process is time consuming, so it must be strategic.

#### The bottom line...



In order for students to achieve academically and exhibit that learning on large scale, summative assessments, they <u>MUST</u> master Academic Language.





#### Overview of ACCESS for ELLs®

#### Purposes of ACCESS for ELLs®



- 1. Monitor <u>annual progress</u> of the ELLs' English language proficiency in grade levels K-12
- 2. Establish when ELLs have <u>attained</u> English language proficiency
- 3. Inform classroom instruction and assessment
- 4. Provide a reliable and <u>valid data</u> source for <u>accountability</u> and aid in <u>decision-making</u>

# Overall Organization of the ELP Standards & ACCESS for ELLs®



Frameworks for Formative & Summative Assessment (2)

**English Language Proficiency Standards (5)** 

**Language Domains (4)** 

**Grade Level Clusters (5)** 

**Language Proficiency Levels (6)** 

**Model Performance Indicators** 

Model Performance Indicators (MPIs) are the lowest level of expression of the Standards and where test items begin

# Five ELP Standards Assessed by ACCESS for ELLs®



<u>Standard 1</u>: ELLs communicate for <u>SOCIAL AND INSTRUCTIONAL</u> purposes within the school setting.

<u>Standard 2</u>: ELLs communicate information, ideas, and concepts necessary for academic success in the content area of <u>LANGUAGE ARTS</u>.

<u>Standard 3</u>: ELLs **communicate** information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**.

<u>Standard 4</u>: ELLs **communicate** information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**.

<u>Standard 5</u>: ELLs **communicate** information, ideas, and concepts necessary for academic success in the content area of <u>SOCIAL STUDIES</u>.

### The Same Grade-Level Clusters WiDA



# The WIDA ELP Standards <u>and</u> ACCESS for ELLs® are clustered.

- PreK-K
- Grades 1–2
- Grades 3–5
- Grades 6–8
- Grades 9–12



# The Four Language Domains of ELP Standards & ACCESS for ELLs®





Speaking
Reading
Writing

#### Same Three Performance Criteria





- Linguistic Complexity: The amount and quality of speech or writing for a given situation
- Vocabulary Usage: The specificity of words or phrases for a given context
- Language Control: The comprehensibility of the communication based on the amount and type of errors

REACHING

#### **Performance Definitions**



#### Figure 5B: Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	specialized or technical language reflective of the content areas at grade level     a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level     oral or written communication in English comparable to proficient English peers
5- Bridging	<ul> <li>specialized or technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>oral or written language approaching comparability to that of proficient English peers when presented with grade level material</li> </ul>
4- Expanding	<ul> <li>specific and some technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</li> </ul>
3- Developing	general and some specific language of the content areas     expanded sentences in oral interaction or written paragraphs     oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	general language related to the content areas     phrases or short sentences     oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1 - Entering	pictorial or graphic representation of the language of the content areas     words, phrases or chunks of language when presented with one-step commands, directions,     WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

#### Linguistic complexity



**Level 1 – Entering** 

Single words

**Level 2 – Beginning** 

Phrases, short sentences

Level 3 – Developing

Series of related sentences

Level 4 – Expanding

Moderate discourse

**Level 5 – Bridging** 

Complex discourse

#### Vocabulary usage



**Level 1 – Entering** 

Most common vocabulary

**Level 2 – Beginning** 

High frequency vocabulary

**Level 3 – Developing** 

General and some specific vocabulary

**Level 4 – Expanding** 

Specialized and some technical vocabulary

**Level 5 – Bridging** 

Specialized and technical vocabulary

#### Language control



**Level 1 – Entering** 

Memorized language

**Level 2 – Beginning** 

Language w/errors inhibiting communication

Level 3 – Developing

Meaning overrides communication errors

Level 4 – Expanding

Language w/minimal errors

Level 5 – Bridging

Language comparable to English peers

#### **Organization of MPIs within Standards Example: Social & Instructional, Grades 6-8**



_							
	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., "pencils," "paper," "computers")	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse	
SPEAKING	Instructions/ Assignments	Respond to WH- questions or commands based on oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Recount steps for following oral instructions or visually supported assignments (e.g., through thinkalouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level	Level 6- Rea
READING	Use of information	Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)	Identify sentence level information on socially- related topics from illustrated text (e.g., in advertisements or instructions)	Summarize information on socially-related topics from illustrated paragraphs	Interpret information on socially-related topics from illustrated text (e.g., directions for board or video games)	Infer information on socially-related topics from text	Reaching
WRITING	School life	Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)	

ELP Standard 1: Social and Instructional Language, Summative Framework



Grades 6-8

# Individual MPIs as Basis of Test Items



	Example	Level 1	Level 2	Level 3	Level 4	Level 5
	Topics	Entering	Beginning	Developing	Expanding	Bridging
LISTENING	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., "pencils," "paper, "computers")	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)	Categorize needed recources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse

**Grades 6-8** 

**Standard 1: Social and Instructional Language** 

Listening

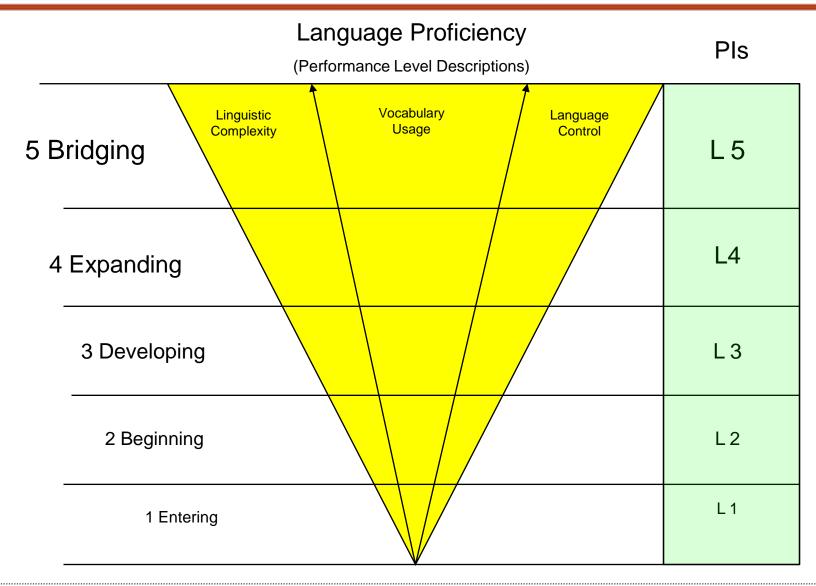
**Example Topic: Resources & Supplies** 

**Level 2: Beginning** 

Match needed resources or supplies with type of activities from pictures and oral statements (e.g., calculators & math books)

### **Interaction of Performance Level Definitions and MPIs**





#### **Tier A Placement Criteria**





#### For LEP students who

- have arrived in the U. S. or entered school in the U. S. within this academic school year without previous instruction in English;
- currently receive literacy instruction only in their native language; or
- have recently tested at the lowest level of English language proficiency.

### **Tier B Placement Criteria**





#### For LEP students who

- have social language proficiency and some, but not extensive, academic language proficiency in English; or
- have acquired some literacy in English, though have not yet reached grade-level literacy.

Note: 70-80% of ELLs will be administered Tier B of ACCESS for ELLs ®

### Tier C Placement Criteria





#### For LEP students who

- are approaching grade level literacy and academic language proficiency in the core content areas; or
- will likely meet the state's exit criteria for support services by the end of the academic year.

### Structure of ACCESS for ELLs® Test



# Grade Level and Tier

Each letter represents one tiered test form

A (adaptive – no tiers)

#### **Domains**

 $x \ 3 \ tiers) = 13 \ test \ forms$ 

Listening — group admin, machine scored

Reading — group admin, machine scored

Speaking — individual admin, adaptive, TA scored

Writing — group admin, rater scored

#### **Series**

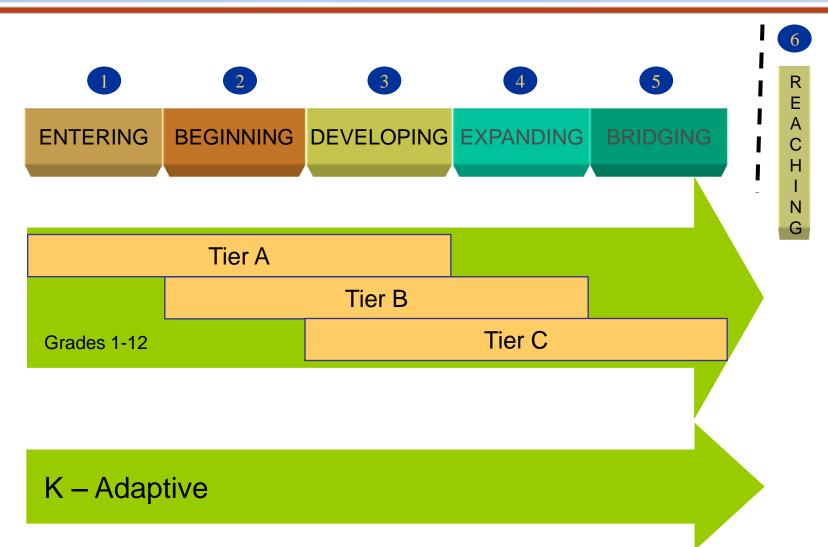
103 (2007-2008)

200 (2008-2009)

201 (2009-2010)

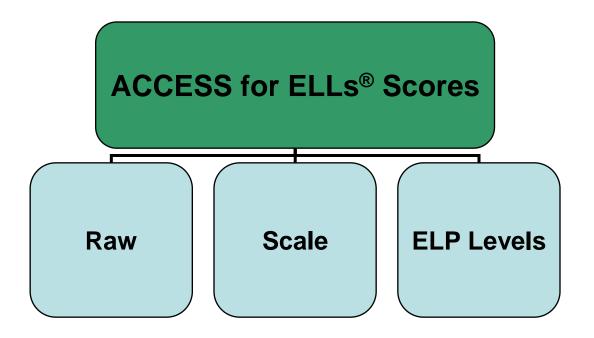
#### Tier Structure of ACCESS for ELLs® V





#### **ACCESS for ELLs ® Scores**





#### **Raw Scores**





COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	6	6
Language of Language Arts	8	12
Language of Mathematics	4	7
Language of Science	9	12
Language of Social Studies	2	6

#### SPEAKING TASKS

English Language Proficiency Standards Score based on # of tasks student met or exceeded	Raw Score <sup>E</sup>	Total # of Items
Social & Instructional	1	3
Language Arts/Social Studies	1	5
Mathematics/Science	1	5

E – Raw score based on # of tasks for that standard or combination of standards

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Refused or Special Education/504 Exemption

- What information does this section offer?
- What is the difference between and among raw scores in each tier?
- With whom should this information be shared?

#### **Scale Scores**





# WIDA ACCESS for ELLs® Scale Scores are **psychometrically derived** measures of student proficiency

- Range from 100 to 600 (above 500 is rare)
- Single vertical scale applies to all grades and all test forms
- Vertically equated scale scores take into account grade level differences

## **Example:** Scale score of 350



Grades	Domain	Scores	
		Scale Score	Proficiency Level
3	Overall	350	5.1
4	Overall	350	4.6
5	Overall	350	4.0

# **Proficiency Level Scores**





**Socially-derived** interpretations of the ACCESS for ELLs<sup>®</sup> in terms of the six WIDA Standards' proficiency levels.

#### Comprised of two numbers, e.g. 2.5

- First number indicates the proficiency level into which the student's scale score places him or her (e.g. 2 = Beginning)
- Second number indicates how far, in tenths, the student's scale score places him or her between the lower and the higher cut score of the proficiency level (e.g. 2.5 = 5/10 or  $\frac{1}{2}$  of the way between the cut score for level 2 and level 3)

Never, never, never round-up!!

#### **Example: Proficiency Level of 5.0**



Grades	Domain	Scores				
		Scale Score	Proficiency Level			
3	Overall	347	5.0			
4	Overall	359	5.0			
5	Overall	369	5.0			

## 2010-11 Planning



## Rhode Island ELL Exit Criteria

Discuss with a partner(s).

## **Scoring Caps**



- <u>Kindergarten</u> form of *ACCESS for ELLs®*: **maximum overall** English language proficiency level that a student taking the test can receive is <u>6.0</u>. (This is a change from the Kindergarten form in previous years.)
- For <u>Grades 1-12</u>, Tier A or Tier B scores for the language domains of <u>Listening</u> and <u>Reading</u> (and the Comprehension composite) are capped. Students cannot receive a Proficiency Level above 4.0 for <u>Tier A</u> and above 5.0 for <u>Tier B</u> in Listening and Reading.

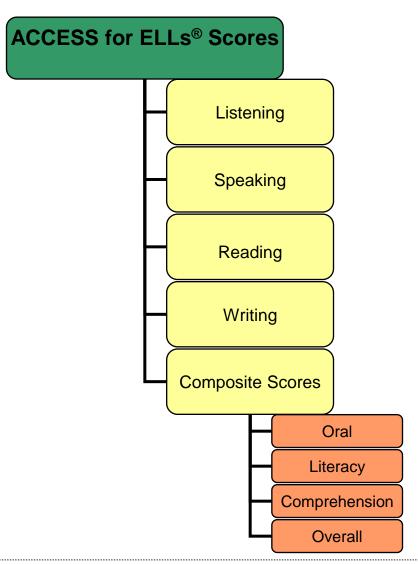
## **Use of Proficiency Levels**



- Provides a more precise measurement of ELLs' annual progress in English language proficiency
- Eases the creation of a trajectory of estimated student growth, in any one/combined language domains, from year to year
- Facilitates articulation from grade to grade, and teacher to teacher, of the status of ELLs
- Helps in the calculation of Annual Measurable Achievement Objectives (AMAOs). States with at least three consecutive years of data have trend data.

#### **ACCESS for ELLs® Scores**





## **Composite Scores**



Oral Score

=

Listening (50%)

+

Speaking (50%)

**Literacy Score** 

=

Reading (50%)

+

Writing (50%)

Comprehension Score

=

Listening (30%)

+

Reading (70%)

Overall Composite Score

=

Listening (15%)

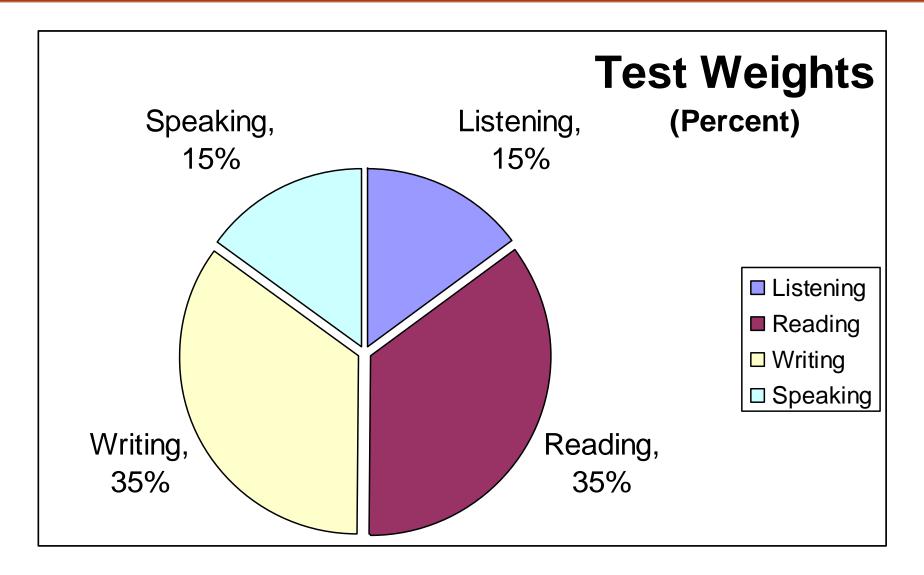
Reading (35%)

Speaking (15%)

Writing (35%)

## Weights as Percentage of Overall Composite Score





## Score Reports & Stakeholders



Score Report	Audience or Stakeholder	Types of Information
1. Parent/ Guardian	<ul><li>Students</li><li>Parents/ Guardians</li><li>Teachers</li><li>School Teams</li></ul>	Proficiency levels for each language domain Overall Score Comprehension Available in multiple languages on the WIDA website
2. Teacher	<ul><li>Teachers</li><li>Administrators</li><li>School Teams</li></ul>	Individual student's scale scores and language proficiency levels for each language domain and four composites Raw scores for Comprehension Tasks, Speaking and Writing Tasks by English language proficiency standard
3. Student Roster	<ul><li>Teachers</li><li>Program Coordinators/ Directors</li><li>Administrators</li></ul>	Scale scores and language proficiency levels for each language domain and four composites by school, grade, student, Tier, and grade level cluster
4. School Frequency	<ul><li>Program Coordinators/ Directors</li><li>Administrators</li></ul>	Number of students and percent of total tested at each proficiency level for each language domain and four composites within a school
5. District Frequency	<ul> <li>Program Coordinators/ Directors</li> <li>Administrators</li> <li>Boards of Education</li> </ul>	Number of students and percent of total tested at each proficiency level for each language domain and four composites by proficiency levels for grades within a district

#### Activity - Score Reports Jig Saw



- 1. Parent/ Guardian
  - 2. Teacher
  - 3. Student Roster
- 4. School Frequency
- 5. District Frequency

#### **Divide into 4 groups**

Join the grade level cluster group that matches the grade level you teach. If you are not teaching, pick a group to join:

- 1. K-2
- 2. 3-5
- 3. 6-8
- 4. 9-12

#### **Activity cont'd**



- Each group will examine their score report and answer the 3 guiding questions on the following slide.
- Record your notes or create a graphic organizer to represent your answers to the 4 questions.

- Each grade cluster will examine . . .
- K-2 Parent/Guardian Report
- 3-5 Teacher Report
- 6-8 Student Roster
   Report
- 9-12 School
   Frequency Report
   & District
   Frequency Report

#### **Guiding Questions**



• What is the purpose of the report?

• What data are available?

How can you use the data ?

## **Parent** Report



#### ACCESS for ELLs® English Language Proficiency Test

#### Parent/Guardian Report - 2009



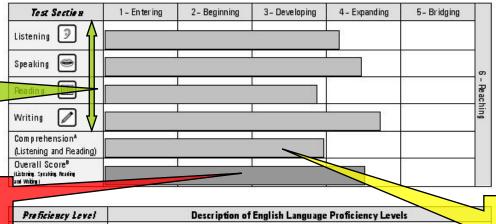
Demographic Information About the Student

Division: Sample Division Student: Last Name, First Name MI chool: Sample School State ID: 123456789 Division ID: Birth Date: 10/31/1995

**Report Parpose:** This report gives information about your child's level of social and academic English language roficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate he content of language arts, mathematics, science, and social studies.

#### Student's English Language Proficiency Level

Student's ELP Level by **Domain** 



MetriTech will send one Parent/ Guardian Report per ELL for distribution to parents/guardians

Comprehension

Score (Listening & Reading)

**Overall Composite** Score

Description of the **ELP Levels** 

1 – Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Beginning	Knows and uses some social English and general academic language with visual support
3 - Developing	Knows and uses social English and some specific academic language with visual support
4Expanding	Knows and uses social English and some technical academic language
5 Bridging	Knows and uses social and academic language worlding with grade level material
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test
Other Information	Test Section is Blank – If the student was absent for this Section of the test  A – Comprehension Score = 70 % Brading + 30 % Listening - will be blank if student was absent for one or both of the Sections  B – Overall Score = 35 % Brading + 35% Whiting + 15% Listening + 15% Speaking - will be blank if student was absent for one or more of the Sections

#### Parent/Guardian Report



#### The Parent Report is currently available in 23 Languages

Amharic Gujarati Russian

Arabic Hmong Serbian Cyrillic

Bosnian-Croatian Japanese Somali

Chinese-Simplified Khmer (Cambodian) Spanish

Chinese-Traditional Korean Swahili

Creole Lao Urdu

English Polish Vietnamese

French Portuguese

Additional translations will be added to the WIDA web site (www.wida.us) as they become available.

#### Parent/Guardian Report Letter



Parent sample letters to accompany Parent/Guardian score reports are available in <u>seven</u> languages: **Arabic**, **Chinese**, **English**, **Hmong**, **Japanese**, **Korean** and **Spanish** at <a href="http://www.wida.us/assessment/ACCESS/ScoreReports/index.aspx">http://www.wida.us/assessment/ACCESS/ScoreReports/index.aspx</a>

Dear Parent or Guardian,

This past year, all ELLs in grades kindergarten (K) through twelve (12) took the *ACCESS for ELLs*® test. The purpose of the test is to find out how much English your child has learned. We will use this information to help your child improve in listening, speaking, reading, and writing each year.

Here are your child's results on *ACCESS for ELLs®*. The Parent/Guardian Report tells you about your child's English using Proficiency Levels. These levels go from 1 (Entering) to 6 (Reaching). This information is for you to review and keep.

If you have any questions on how your child did on these tests, please contact your child's teacher, principal, or me.

Sincerely,	
------------	--

(School ELL coordinator, principal, or teacher)

#### **Teacher** Report

Student's

Scale Score

by Domain

Composite

Scores

Student's

Comprehension

by Standard



#### ACCESS for ELLs® English Language Proficiency Test

#### Teacher Report - 2009

Division: Samp	ole Division		Student: LastName, First Name M I		
School: Sample	School		State ID: 123456789 Division ID:		
Grade:4	Tier: C	Grade Level Cluster: 3-5	Birth Date: 10/31/96		

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs. hterpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at www.widaus for more detailed information.

#### Stadent's level of English proficiency by language domains

Language Domain	Scale Confidence Band Score See Interpretive Summary for definitions								
Tanguage Dolla in	Possible 100-600j	100 	200 I	300 I	40 0 	5 0 0 I	600 I	Possible 1.0 · 6.0	
Listening	401	230	- 20	- 27 (0)	390   →	0		6.0	
Spe a king	400 !		395 + 420						
Re ading	387 i		340 + 410						
Writing	331		310 + 380						
Oral Language <sup>A</sup>	401		390   → → 410						
Liter ac y <sup>a</sup>	359		3 40 ├─०─  39 5						
Com prehension <sup>c</sup>	391		370 ├────────────────────────────────────						
Overall Score* (Composite)	371			3 4	7> 392			5.0	

Student's · Litera cy = 50 % Reading + 50 % Writing Scale

BA - Bot Attempte 4 = Student Bookk tis marke 4 with a Bon-Scoring Code of Absent Invalida ted. Re fixed or Special Educa fun/504 Exemption

C - Comprehe rein n = 70 % Reading + 30 % Liste ring

D - Overall Score = 35% Reading + 35% Writing + 15% Liz tening + 15% Speaking

Student's performance by WIDA English language proficiency standards These standards do not apply to Kindergarten Students - Sections will appear blank

#### COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total# of Items
Social & Instructional Language	7	7
Language of Language Arts	7	13
Language of Mathematics	12	14
Language of Science	10	11
Language of Social Studies	5	7

#### SPEARING TASKS

Overall Scores are computed when all 4 domains have been completed

English Language Proficiency Standards Some basel an # a fasks studentme tor exceeded	Raw Score <sup>E</sup>	Total# of Items	
Social & Instructional	3	-	
Language Arts/Social Studies	5	5	
Mathematics/3 cien ce	5	5	

E - Paw score hazed and of tasks for that standard or combination of standards NA - Not Attempted =Student Booklet is marked with a NonScoring Gode of Absent Invalidated. Perfused o Secral Education 504 Exemption

#### WRITING TASKS

2 22	Ling	1 2000	bulary age	Language Control		
English Language Proficiency Standards	Stule mt Raw Score	Total Possible Points	Stule nt Raw Scare	Total Passible Paints	Stule mt Raw Score	Tetal Pessik Peint
Social & Instructional	3	В	3	В	3	В
Mathematics	3	В	2	В	3	В
Science	2	В	2	В	2	В
Language Arts & Social Studies	3	В	3	В	3	В

#### Description of Proficiency Levels

- Tentering Knows and uses minimal social language and minima l'academic language with visual and graphic support
- 2 deginning Krows and uses some social English and
- general academic language with visual and graphic support 3 Developing – Krows and uses social English and some
- specific academic brigunge wit 4 Expanding - Knows and uses social Eng
- technical academic language 5 Bridging – Krows and uses social English and academic brigunge working with grade level material
- 6 Reaching Knows and uses social and academic language at the highestievel measured by this test



Demographic Information About the Student

> Student's ELP Level by Domain

> > Student's Composite Scores

Student's Speaking Performance by Standard

> Description of the ELP Levels

Performance by Standard

Student's Writing

## **ACCESS for ELLs® Teacher Report**



- The <u>Overall Score</u> summarizes student's global language proficiency and allows examination of strengths and weakness by domain.
- Individual report components offer <u>a starting point</u> for informing the areas of <u>curriculum</u>, <u>instruction</u> and <u>assessment</u> of ELL's. Suggestions for the differentiation across levels of language proficiency can be found in the strands of the model performance indicators.
- Rubrics in the Interpretative Guide Writing and Speaking scaffold across levels of language proficiency and may be used in classroom instruction and assessment throughout the year.

# **Kindergarten Scores 2008-09 Interpretation**



#### Two proficiency level interpretations are provided:

- The instructional proficiency levels, denoted by a prefix "K" on the score report, can be used along with the WIDA ELP Standards or CAN DO Descriptors to help teachers create lessons geared toward and intended to advance a student's level of language proficiency.
- The accountability proficiency level score mathematically accounts for the fact that K-ACCESS measures pre-literacy as well as early literacy, and therefore is lower to protect the ELL placement status of students who may appear to have high levels of English language proficiency according to the instructional scores, but who have yet to fully develop literacy skills. This proficiency level score is used for AMAO calculations.

#### Kindergarten Teacher Report



#### ACCESS for ELLs® English Language Proficiency Test

#### Kindergarten Teacher Report – 2009

District: Sample District		Student: SAMPLE, BRANDON			
School: Elementary 1		State ID: 123456789			
Grade: 0	Grade Level Cluster: K	Birth Date: 04/11/2003			

Report Purpose: This report can be used to monitor individual student progress in developing English language proficiency and to examine performance by language domains. Note that for each scale score there are two proficiency level interpretations for Kindergarten: (1) the Accountability proficiency level and (2) the Instructional proficiency level (proceeded by the notation "K"). Refer to the 2009 ACCESS for ELLs® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete 2009 Interpretive Guide for Score Reports at <a href="https://www.wida.us">www.wida.us</a> for more detailed information.

Student's level of English language proficiency by language domains for <u>accountability purposes</u> for program, district and state use

Accountability levels describe student performance across the entire K-12 continuum. They take into consideration that the student will be entering first grade, where the language demands, especially literacy, are higher than in kindergarten.

Language Domain	Scale Score	Confidence Band See Interpretive Summary for definitions					Proficiency Level		
Language Domain	(Possible 100 - 600)	100 	200 	300 I	400 	500 	600 I	(Possible 1.0 - 6.0)	
Listening	下	296		252	3	40			5.5
Speaking	П	288		255  321					2.4
Reading		187	163	- <b>+</b>  211					1.6
Writing	П	203	169	169 + 237					1.8
Oral Language*	П	292		268 0- 316					3.3
Literacy®	П	195	175	175 -0- 215					1.7
Comprehension	П	220	1	199 0- 241					
Overall Score® (Composite)	Y	224		209 -0 23	9				1.9

Student's level of English proficiency by language domains for instructional purposes for classroom use

Language Domain	Scale Score (Possible	Interpretation of the English Language Proficiency Levels for Kindergarten Students	Proficiency Level (Possible
Listening Speaking Reading Writing Oral Language <sup>A</sup>	296 288 187 203 292	The Instructional levels (right) describe a student's proficiency relative to the PreK-K cluster of the WIDA Standards. The Instructional levels indicate how a student is doing in Kindergarten, where pre-literacy and early literacy skills are being developed by all students.	5.4 3.1 3.6 2.8 4.5
Literacy* Comprehension* Overall Score* (Composite)	195 220 224		3.2 4.2 3.6

- A Oral Language = 50% Listening + 50% Speaking
- B Literacy = 50% Reading + 50% Writing
- NA Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent. Invalidated. Refused or Special Education/SO4 Exemption
- C Comprehension = 70% Reading + 30% Listening
- D Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking Overall Scores are conjusted when all 4 don aims have been conjuleted

4/21/2009

#### **Accountability**

Instructional

# **Kindergarten Scores 2008-09 Interpretation**



#### **Writing Scores**

Accountability PL		1		2			4	5	6			
Instructional PL	K1 K2			K4			K5		K6			
Scale Score	100									400		

The **accountability** PLs are superimposed on the instructional levels, with a scale score range of 100–400. From this it can be seen that a student would have to be rated as a high K3 in order to place into accountability PL2.

The **instructional** PLs are based on interpretations of the new PreK–K standards, in which the first three levels describe pre-literacy writing skills such as tracing and copying, all of which are subsumed under PL1 in the grade level cluster 1–2 standards for the domain of Writing.

## Kindergarten ACCESS for ELLs® Report WIDA®



#### Student's level of English proficiency by language domains for instructional purposes for classroom use

Language Domain	Scale Score (Possible 100 - 600)	Interpretation of the English Language Proficiency Levels for Kindergarten Students	Proficiency Level (Possible K1.0 - K6.0)
Listening	227		3.7
Speaking	273		2.6
Reading	254	The Instructional levels (right) describe a student's proficiency relative to the PreK-K	5.9
Writing	246	cluster of the WIDA Standards. The Instructional levels indicate how a student is doing	4.1
Oral Language <sup>A</sup>	250	in Kindergarten, where pre-literacy and early literacy skills are being developed by all	3.2
Literacy <sup>8</sup>	250	students.	5.0
Comprehension <sup>©</sup>	246		5.1
Overall Score <sup>D</sup> (Composite)	250		4.4

A · Oral Language = 50% Listening + 50% Speaking

Overall Scores are computed when all 4 domains have been completed

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted - Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Refused or Special Education/504 Exemption

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score - 35% Reading + 35% Writing + 15% Listening + 15% Speaking

#### **Kindergarten Score Reports**

#### 2009-10 Interpretation



#### **K-ACCESS Score Reports**

- Teacher Reports include the instructional PLs.
- All other reports, including the Parent/Guardian Report, will include only the accountability PLs.

## Score Reports & Stakeholders



Score Report	Audience or Stakeholder	Types of Information
1. Parent/ Guardian	<ul><li>Students</li><li>Parents/ Guardians</li><li>Teachers</li><li>School Teams</li></ul>	Proficiency levels for each language domain Overall Score Comprehension Available in multiple languages on the WIDA website
2. Teacher	<ul><li>Teachers</li><li>Administrators</li><li>School Teams</li></ul>	Individual student's scale scores and language proficiency levels for each language domain and four composites Raw scores for Comprehension Tasks, Speaking and Writing Tasks by English language proficiency standard
3. Student Roster	<ul> <li>Teachers</li> <li>Program         <ul> <li>Coordinators/</li> <li>Directors</li> </ul> </li> <li>Administrators</li> </ul>	Scale scores and language proficiency levels for each language domain and four composites by school, grade, student, Tier, and grade level cluster
4. School Frequency	<ul><li>Program Coordinators/ Directors</li><li>Administrators</li></ul>	Number of students and percent of total tested at each proficiency level for each language domain and four composites within a school
5. District Frequency  WIDA Consortiu	<ul> <li>Program Coordinators/         Directors</li> <li>Administrators</li> <li>Boards of Education</li> <li>M / CAL / Metritech</li> </ul>	Number of students and percent of total tested at each proficiency level for each language domain and four composites by proficiency levels for grades within a district

## **Student Roster Report**



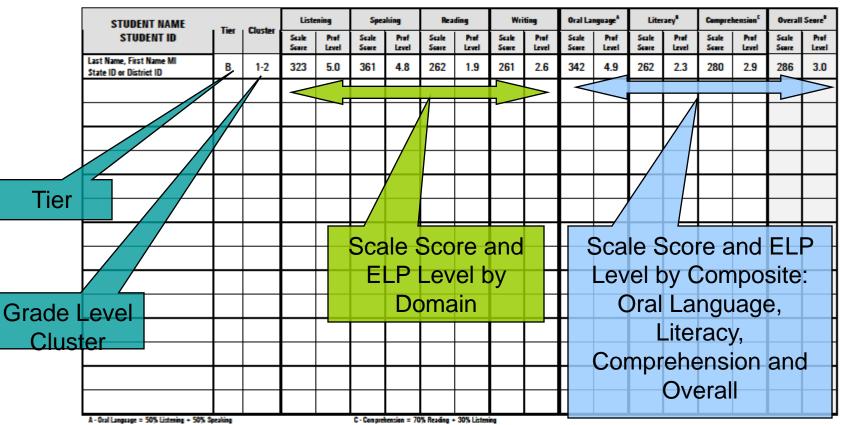


**ACCESS for ELLs**® English Language Proficiency Test

District: Sample District School: Sample School

Grade:

#### STUDENT ROSTER REPORT - 2009



B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent. Invalidated, Refused or Special Education/504 Exemption

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

September 1, 2008

#### **Student Roster Report**



- District administrators may examine scores from each language domain within a Tier and grade level cluster to detect any patterns.
   To what extent are there differences in student performance between the language domains? Are these differences attributed to second language development or delivery of instructional services?
- Development of school and district improvement plans for ELLs; development of school staffing plans and scheduling
- A starting point support services for ELLs according to their Overall Score or by their profiles according to language domains (ex: homogeneous groupings for reading in elementary schools).

## **Score Reports & Stakeholders**



Score Report	Audience or Stakeholder	Types of Information
1. Parent/ Guardian	<ul><li>Students</li><li>Parents/ Guardians</li><li>Teachers</li><li>School Teams</li></ul>	Proficiency levels for each language domain Overall Score Comprehension Available in multiple languages on the WIDA website
2. Teacher	<ul><li>Teachers</li><li>Administrators</li><li>School Teams</li></ul>	Individual student's scale scores and language proficiency levels for each language domain and four composites Raw scores for Comprehension Tasks, Speaking and Writing Tasks by English language proficiency standard
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4. School Frequency	<ul> <li>Program         Coordinators/         Directors</li> <li>Administrators</li> </ul>	Number of students and percent of total tested at each proficiency level for each language domain and four composites within a school
5. District Frequency	<ul> <li>Program Coordinators/         Directors</li> <li>Administrators</li> <li>Boards of Education</li> </ul>	Number of students and percent of total tested at each proficiency level for each language domain and four composites by proficiency levels for grades within a district





#### **ACCESS for ELLs®** English Language Proficiency Test

Sample District District: School: Sample School

Grade: 1-2 Cluster:

#### **SCHOOL FREQUENCY REPORT - 2009**

Proficiency	Liste	ening	Spea	king	Rea	ding	Wri	ting	Oral Lai	nguage <sup>A</sup>	Liter	racy <sup>B</sup>	Compre	hension <sup>c</sup>	Overall	I Score <sup>D</sup>		
Level	# of Students at Level	% of Total Tested	# of Struents at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested										
1 — Entering     Knows and uses minimal social language     and minimal academic language with     visual and graphic support	25	25%	25	25%	25	25%	25	25%	25	25%	25	25%	25	25%	25	25%		
2 — Beginning Knows and uses some social English and general academic language with visual and graphic support		N	luml	oer	of S	tud	ents	Te	 sted									
3 — Developing Knows and uses social English and some specific academic language with visual and graphic support							ch E Cor		leve site	el								idents ored at
4 — Expanding Knows and uses social English and some technical academic language		, L	у Б	OTTIC	אווו כ		COI	про	Site						L	_		el by
5 — Bridging Knows and uses social English and academic language working with grade level material									est 8 Sco						Don Cor	nain mpo	П	
6 — Reaching Knows and uses social and academic language at the highest level measured by this test										100						-		
Highest Score	45	50	45	50	45	50	45	50			0% Listening + ading + 50% V							
Lowest Score	11	10	1	10	11	10	11	10			0% Reading + % Reading + 3		15% Listening	+ 15% Speak	ing			
Total Tested:	822	00				To									Septembe	,		

## **School Frequency Report**



- Results should not be generalized and need to be contextualized in order to provide meaningful information on curricular, instructional or assessment decisions
- School Frequency Reports for two consecutive years provide crosssectional data
- In communicating results of this report, use both the numbers and their corresponding percents. If numbers are low, the percent may appear distorted if shown in isolation
- Use the information contained in the report to gain a sense of the school-wide effort in educating ELLs

## Score Reports & Stakeholders



Score Report	Audience or Stakeholder	Types of Information
1. Parent/ Guardian	<ul><li>Students</li><li>Parents/ Guardians</li><li>Teachers</li><li>School Teams</li></ul>	Proficiency levels for each language domain Overall Score Comprehension Available in multiple languages on the WIDA website
2. Teacher	<ul><li>Teachers</li><li>Administrators</li><li>School Teams</li></ul>	Individual student's scale scores and language proficiency levels for each language domain and four composites Raw scores for Comprehension Tasks, Speaking and Writing Tasks by English language proficiency standard
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5. District Frequency	<ul> <li>Program         Coordinators/         Directors</li> <li>Administrators</li> <li>Boards of Education</li> </ul>	Number of students and percent of total tested at each proficiency level for each language domain and four composites by proficiency levels for grades within a district



WIDA \*\* ACCESS for ELLs® English Language Proficiency Test

Sample District District:

Grade: Cluster:

Number of Students Tested who scored at each ELP level by Domain and Composite EPORT - 2009

Proficio		iste	ning	Spea	king	Rea	ding	Wri	iting	Oral La	nguage <sup>A</sup>	Liter	acy <sup>B</sup>	Compre	hension <sup>c</sup>	Overall	Score					
Proficiency Level	# o Stude	f nts el	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested													
1 — Entering     Knows and uses minimal social language and minimal academic language with visual and graphic support	50		25%	50	25%	50	25%	50	25%	50	25%	50	25%	50	25%	50	25%					
2 — Beginning Knows and uses some social English and general academic language with visual and graphic support																	_					
3 - Developing Knows and uses social English and some specific academic language with visual and graphic support														ed v in a								
4 — Expanding Knows and uses social English and some technical academic language																						
5 — Bridging Knows and uses social English and academic language working with grade level material								Hia	hes	+ <i>Q</i> .												
6 — Reaching  Knows and uses social and academic language at the highest level measured by this test							Lc Lc			core	S											
Highest Score		450		450		450		45	50	45	50	4!	50			% Listening + ding + 50% V		ı				
Lowest Score		110		110 110		110		1	10			0% Reading + % Reading + 3!		15% Listening	+ 15% Speak	ing						
Total Tested:		20	00				To	tal T	este	ed												

## **District Frequency Report**



- Data can be graphically displayed in various forms Information will be useful in planning, designing or restructuring program services
- Based on an individual state's criteria for "attainment" of English language proficiency and its definition of cohort groups, this report <u>may</u> serve as a district's estimate of the number and/or percent of ELLs who have met that criterion for Annual Measurable Achievement Objectives (AMAOs).

#### A Data Analysis Technique



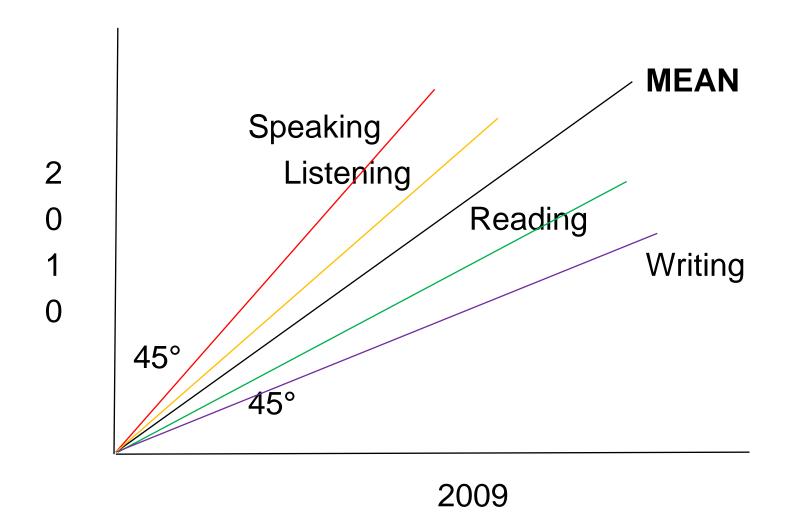
## **Scatterplot Graph**

. . . Enables you to takes two years of data in the separate language domains and graph them according to the 'mean', or average.

Growth above the mean in a particular domain is good; at or below the 'mean' is not and needs problem solving.

# Individual Scatterplot Graph of Individual Language Domain Scores







# Plot ACCESS scores in listening, speaking, reading, writing domains for the last two years on an ELL as a Scatterplot graph.

#### The data



Imagine you have an ELL with the following scale scores:

Listening Speaking Reading Writing

<u>2007-08</u> 340 522 260 220

2008-09 340 580 370 230

Create a scatterplot graph of these score ranges. What have you found?



Based on the individual language domain proficiency levels, instruction can be targeted to meet the needs of the ELL in a strategic manner, both individually and collectively.

#### Scatterplot graph suggestions



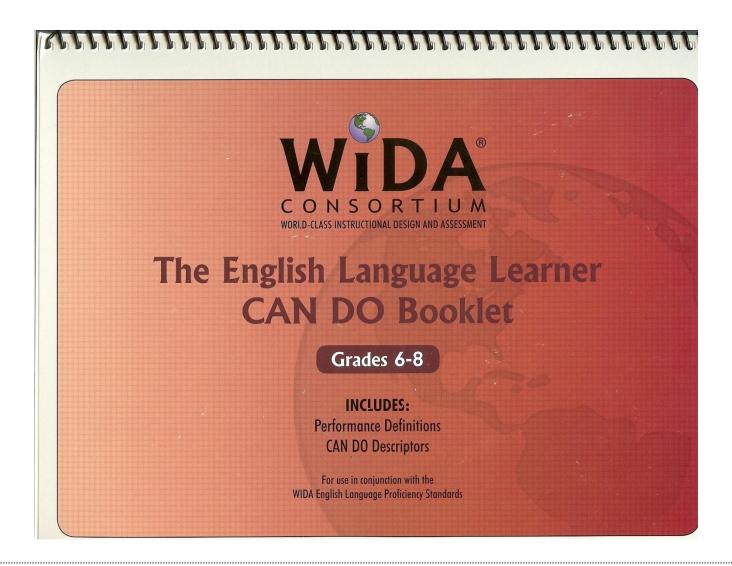
- Create one (or learners, have them create their own) for each learner. Graph paper works best.
- Use a different color for each language domain line.
- Post them collectively on a wall and study them for instructional insights.
- Lines above mean signifies progress; on or below is cause for concern.



Specific proficiency level scores lead to lesson planning and differentiation of instruction through developing strategic language demands and support around a topic for an ELL when delivering a lesson.

# How? By using CAN DO descriptors to inform and guide content colleagues

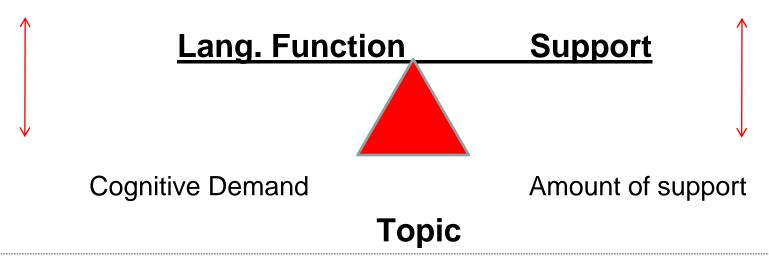




# How? By creating performance WIDA indicator(s) [PIs] to guide instruction WIDA

A performance indicator is a one-sentence descriptor of what an ELL will be expected to do in a content topic, in a language domain, and at a designated level of proficiency:

**Language function + Topic + Support** 



### **Performance Indicator**

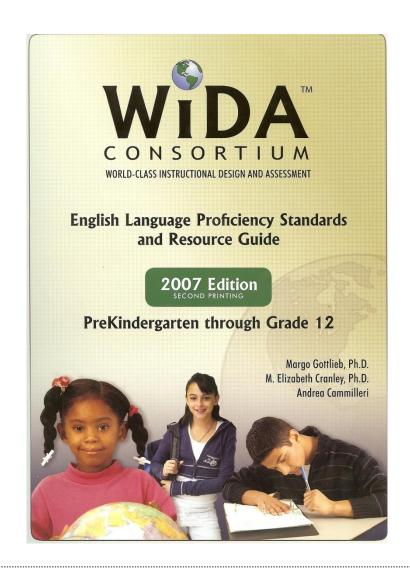


Language Function + Topic + Support

Describe representations of math basic operations from pictures.

### **Resource Guide for MPIs**





# **ACCESS for ELLs® Interpretive Guide**



The ACCESS for ELLs® Interpretive Guide for Score Reports 2010 contains detailed information on the use of scores from this assessment.

#### Recommendation:

Download the full document from <a href="www.wida.us">www.wida.us</a>

### Remember . . . .





# Performance Indicators can be transformed



Identify

differences in temperature

from charts with a partner

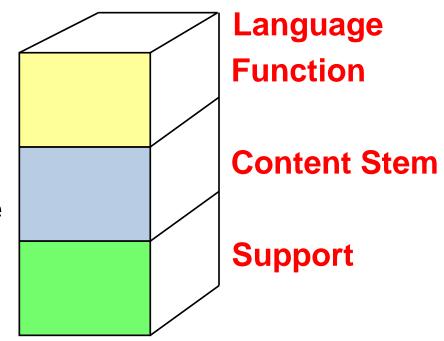
Language Function

**Content Stem** 

**Support** 



- Build hypotheses from
- differences in temperature
- from charts with a partner



# Further considerations on the use of ACCESS for ELLs® Score Reports



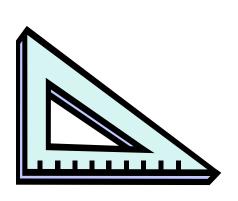
- 1. Target certain reports to specific stakeholders
- 2. Offer **Professional Development** on how to understand and use the information on the reports
- Consider summarizing or consolidating suggestions for using information from each score report according to target audience
- 4. Look at configurations of data in the reports for individual and group placement or to develop a plan for organizing services for ELLs for the coming school year
- 5. Archive copies of the Interpretive Guide along with copies of the score reports so that new personnel for the 2009-10 academic year can become acclimated with data from ACCESS for ELLs®

# **IMPORTANT Note "Triangulating" Data**



Although the ACCESS for ELLs® test is more valid and reliable than previous ELP assessments, standardized tests are just one measure of English language proficiency.

Multiple data points that include formative assessment should <u>always</u> be used in making high-stakes decisions about students.









# Programmatic Implications for ACCESS for ELLs ®

### **High Scores**

### **Programmatic Implications**



# Overall Composite <u>Levels 5-6</u> may indicate a need for Monitoring or Targeted Support.

#### Some things to consider:

- Is it appropriate to exit the student from ESL services? Does this student have the language skills necessary to access the content in the mainstream classroom without additional language support services? What additional evidence is needed to make a determination?
- Is the student's English proficiency weak in a particular language domain (e.g., Writing)?
- Is the student's English proficiency weak in a particular standard area (e.g., the language of Social Studies)?
  - If so, consider additional content language support.

# Mid-Level Scores Programmatic Implications



# Overall Composite <u>Levels 3-4</u> may indicate a need for 1-3 more years of ESL support services.

#### Some things to consider:

- A balanced, long-term approach that focuses on gradelevel academic standards and English proficiency standards and utilizes strategies that increase comprehension and communication in English (e.g., sheltered instruction)
- Enhancement of both oral language and literacy development

### **Beginner-Level Scores**

### **Programmatic Implications**



# Overall Composite <u>Levels 1-2</u> may need 5-6 more years of ESL support services.

#### Some things to consider:

- Provide brief targeted English social and instructional
- Enroll ELLs in "newcomer" programs (if available)
- Use content-based strategies (e.g., sheltered instruction)
- Scaffold within programs and school
  - Graphic support
  - Peer support
  - Supplemental and modified materials

# 2010 - 11 Planning



- 1) Sort those "Exited LEP" status according to your state's Exit Criteria
- 2) What is your Monitor Plan for these students?
- 3) For those ELLs below the "Exit Criteria" composite score:
  - Review and highlight in yellow all domains that fall below "Exited LEP" proficiency level.
  - Is specific content language support needed? If so, color-code by subject (e.g. green for science, blue for social studies)
- 4) Reviewing your highlights above, determine how you will support these ELLs' individual needs?
  - How will this information be explained to pertinent content teachers?
  - What tools will you provide these content teachers Proficiency Level Definitions, CAN Do Descriptors, ELP Standards? When? How?
  - Will you share this information with individual ELLs? How?



# ACCESS data is extremely helpful for curriculum applications:

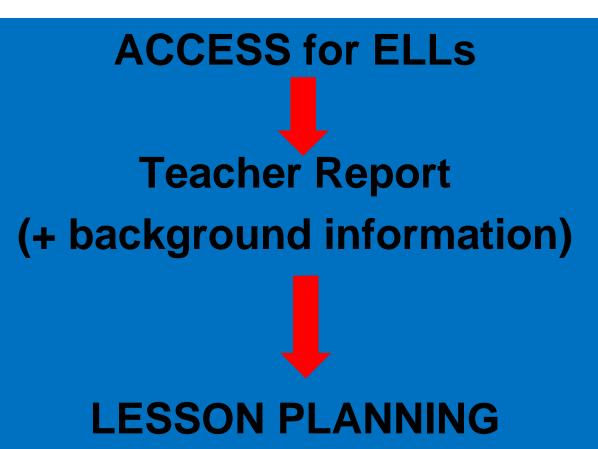
-Planning & differentiation

-Enacting lessons strategically

-Developing and structuring formative assessments

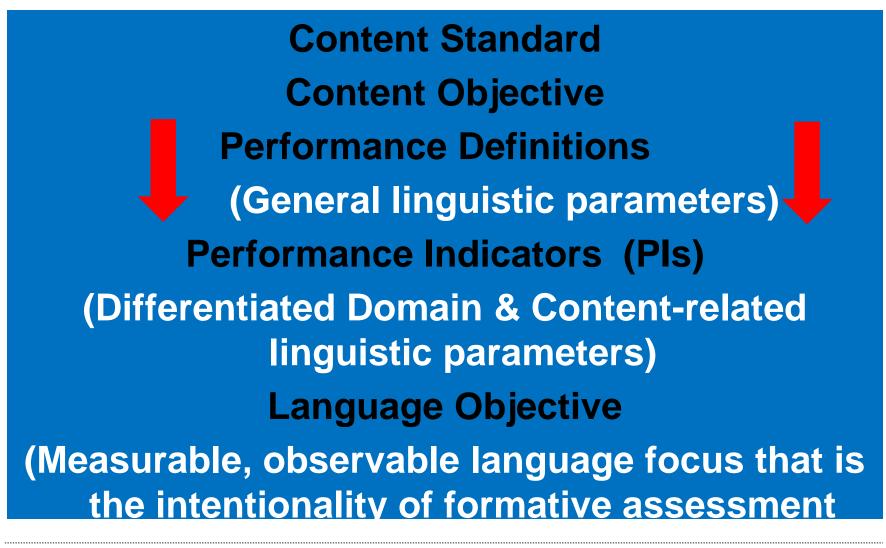
## **Planning & Differentiation**





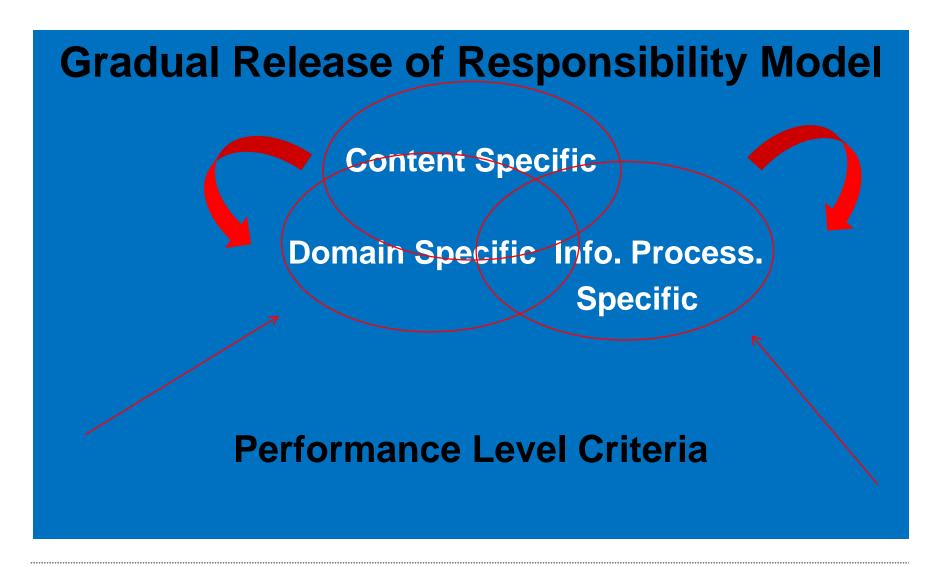
# **Planning & Differentiation**





## **Enacting the lesson**





### **Formative Assessments**



#### SPEAKING

#### **LISTENING**

#### READING WRITING

Oral Summaries
Oral Reports
Oral Labeling
Debates
Role Playing
Group Discussions
Oral Questions
Describing pictures,
scenes, processes
Oral Retelling
Oral Cloze

Role play
Drawing
Retelling
Matching aural
prompts to task
pictures
Listening to
stories or
lectures

Retelling Word spelling
Summaries Labeling
Comp. questions
Reading strategy Dictation
Mechanics assess.
Reading logs Fluency assess.
Cloze passages Picture prompts

Cloze passages Picture prompts
Word lists Journal writing
Vocab. Assess. Retelling

Written or oral Summarizing

responses Reports
Response journal Descriptive

paragraphs

Fluency Assessments Essays
Literature Circles Poems

# Things to Remember



- No single score or ELP Level should be used as sole criteria for LEP
- Sharing information from Teacher Reports is encouraged for all educators who work with ELLs
- When disseminating information on the students' productive language, refer to criteria in the Speaking and Writing Rubrics
- Standards for specific grade levels and content Formative and Summative – are helpful in explaining ELLs' realistic expectations
- An ELL's progress or growth in English language proficiency can only be determined when two consecutive years of data are available. Three years of data can help project a trend.

### To obtain the WIDA ELP Standards....



To download free, go to:

www.wida.us/standards/elp.aspx

The book, which is discounted at \$15 for WIDA Consortium members, can be ordered at:

http://wida.wceruw.org/events/TESOL/ELP

Standards\_4.08.pdf





#### World-Class Instructional Design and Assessment

#### Publications

WÎDA	Quantity	Name Publication "WIDA ELP Standards and Resource Guide, 2007 Edition"	Price \$20.00	Members \$15.00
MON.		WIDA ELL CAN DO Booklet - Grade Cluster 1-2	\$8.00	\$7.00
WiDA		WIDA ELL CAN DO Booklet - Grade Cluster 3-5	\$8.00	\$7.00
Wigo -		WIDA ELL CAN DO Booklet - Grade Cluster 6-8	\$8.00	\$7.00
wina		WIDA ELL CAN DO Booklet - Grade Cluster 9-12	\$8.00	\$7.00
With		WIDA ELL CAN DO Booklet - PreK-Kindergarten	\$8.00	\$7.00
		WIDA ELL CAN DO Booklets Set of 5 (PreK-12)	\$35.00	\$30.00

#### WIDA MODEL™ Assessment

	Quantity Name	Price	Members
5	Single Kindergarten Kit	\$230.00	\$130.00
	Contains:		
	1 Test Administration Manual		
	1 Test Administration Script		
	1 Student Storybook		

1 Set of Cards with Card Pouch Booklet 25 Student Response Booklets

25 Summary Score Sheets

1 Training CD-ROM 1 Training DVD

1 Activity Board

Double Kindergarten Kit

2 Test Administration Manual

2 Test Administration Script 2 Student Standard

\$280.00

\$180.00



# For more information, please contact the WIDA Help Desk: 1-866-276-7735 or help@wida.us





Center for Applied Linguistics, www.cal.org



Metritech, Inc., www.metritech.com

# Thank you!!



### **Your EXIT Slip**

# Evaluation for WIDA English Language Proficiency (ELP) Score Report Interpretation

